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ABSTRACT

This strategic planning report was prepared by Centralia College (CC) in order to assess the college's internal and external environment, identify problems, and prescribe recommendations. Material for the report was compiled by eight committees/task forces concerned with: (1) strategic planning; (2) institutional mission, philosophy, and goals; (3) instruction; (4) administration and financial operations; (5) educational services; (6) institutional staffing; (7) physical plant, materials, and equipment; and (8) college advancement. Following a history and mission statement is an overview of the external assessment which includes sections on global, national, and state trends, college location, local economy, demographics, organization and decision making, and curriculum. Next, the internal assessment section discusses such topics as campus buildings, parking and traffic flow, communications technology, instructional equipment, and institutional staffing. A vision of Centralia College in the 1990's is outlined, focusing on goals and anticipated changes. Planning assumptions concern such topics as population demographics, community support, curriculum, and fiscal considerations. The report also offers strategies and recommendations regarding such areas as budget, enrollment, community relations, counseling, developmental education, library services, and alumni relations. A listing of task force members and the college's mission statement are appended. (WJT)

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DEVELOPING STUDENT POTENTIAL IN THE 1990'S

A STRATEGIC PLAN FOR CENTRALIA COLLEGE

JC 900187

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PREFACE

As Centralia College enters the last decade of the 20th Century and its seventh decade of service, it confronts a changing environment and challenges to its mission and operations. To maintain its viability, the college must have a realistic understanding of its present situation and clear vision for the future. Toward these ends, this strategic planning report was prepared. The report includes an assessment of the external and internal environment of the college, identifies problems with which college staff must contend, and prescribes recommendations for problem solving.

This report represents the culmination of a year-and-a-half-long effort by seventy college staff and community members who served on eight task forces. Information for this report was gathered, reviewed, and analyzed from many sources. These include the most recent Master Plan of Centralia College, the Washington Community College Program and Enrollment Plan, the Building Communities Report from the Commission on the Future of Community Colleges, Washington Roundtable Report on Education, population and demographics projections from the Office of Financial Management, economic development projections from the Washington State Department of Labor and Industries and the Lewis County Economic Development Council, and faculty, staff, and community surveys. In addition, individual task force members contributed from their own professional knowledge, contacts, and experiences. Together, the elements of this report will help define the direction and tone of college programs and serve as the basis for financial, administrative, and curriculum planning and decision making as Centralia College works to fulfill its mission in the 1990's.

The strategic planning program which generated this report was designed in anticipation of the accreditation review by the Northwest Association of Schools and Colleges. The task forces were structured during 1988/89 so as to do much of the preparatory work for the accreditation self-study in 1989/90 and the on-site visitation in 1990.

This report represents many hours of research and scholarly debate by task force members. A sincere thank you is extended to all who labored on this report and gave so generously of their time and ideas.

PROGRAM DESIGN

The strategic planning process occurred in four phases as shown below:

Phase I - December, 1987

- Overview of Planning Procedure
- Development of Calendar
- Establishment of Strategic Planning Committee

Phase II - January to March, 1988

- Establishment of Individual Task Forces:
  - Mission, Philosophy, and Institutional Goals
  - Administration and Financial Operations
  - Physical Plant, Materials, and Equipment
  - Instruction
  - Educational Services
  - Institutional Staffing
  - College Advancement
- Identification of Task Force Membership
- Delineation of Task Force Directives and Assignments
- Review and Update of College Mission Statement

Phase III - April to December, 1988

- Task Force Meetings
- Completion of Task Force Reports

Phase IV - January to October, 1989

- Review of Task Force Reports
- Completion of Strategic Planning Report
- Validation by College Community
- Presentation to Board of Trustees

The Strategic Planning (Steering) Committee provided guidance and leadership for the planning effort. Committee members prepared directives for the individual task forces and served as liaisons to task forces by attending their meetings. The committee also reviewed task force reports and edited the final strategic planning report.

The individual task forces were structured to coincide with the organization recommended by NWASC for the accreditation self-study. The task forces reviewed their directives, conducted research for environmental assessments, conducted interviews with staff members to develop planning assumptions and strategies, and prepared a final report of their recommendations. Task forces met as often as necessary to accomplish their assignment. Some task forces had larger membership than others because of the breadth of their assignment. The membership of committees and task forces is listed in Appendix A.

Figure 1 summarizes the information flow within the eight individual task forces. The eight separate reports were merged and condensed to produce this report. A single report however, has a limited lifespan in the dynamic world of modern education. This strategic plan will need to be reviewed and updated on a regular basis. The college Management Action Council is the one committee with membership representing all campus constituency groups. It is recommended that a permanent subcommittee of MAC be assigned the task of annually reviewing and revitalizing the strategic plan. The MAC membership can then insure that departmental goals and objectives are consistent with the college's long range plan. Figure 2 summarizes the utilization, review, and revitalization process.

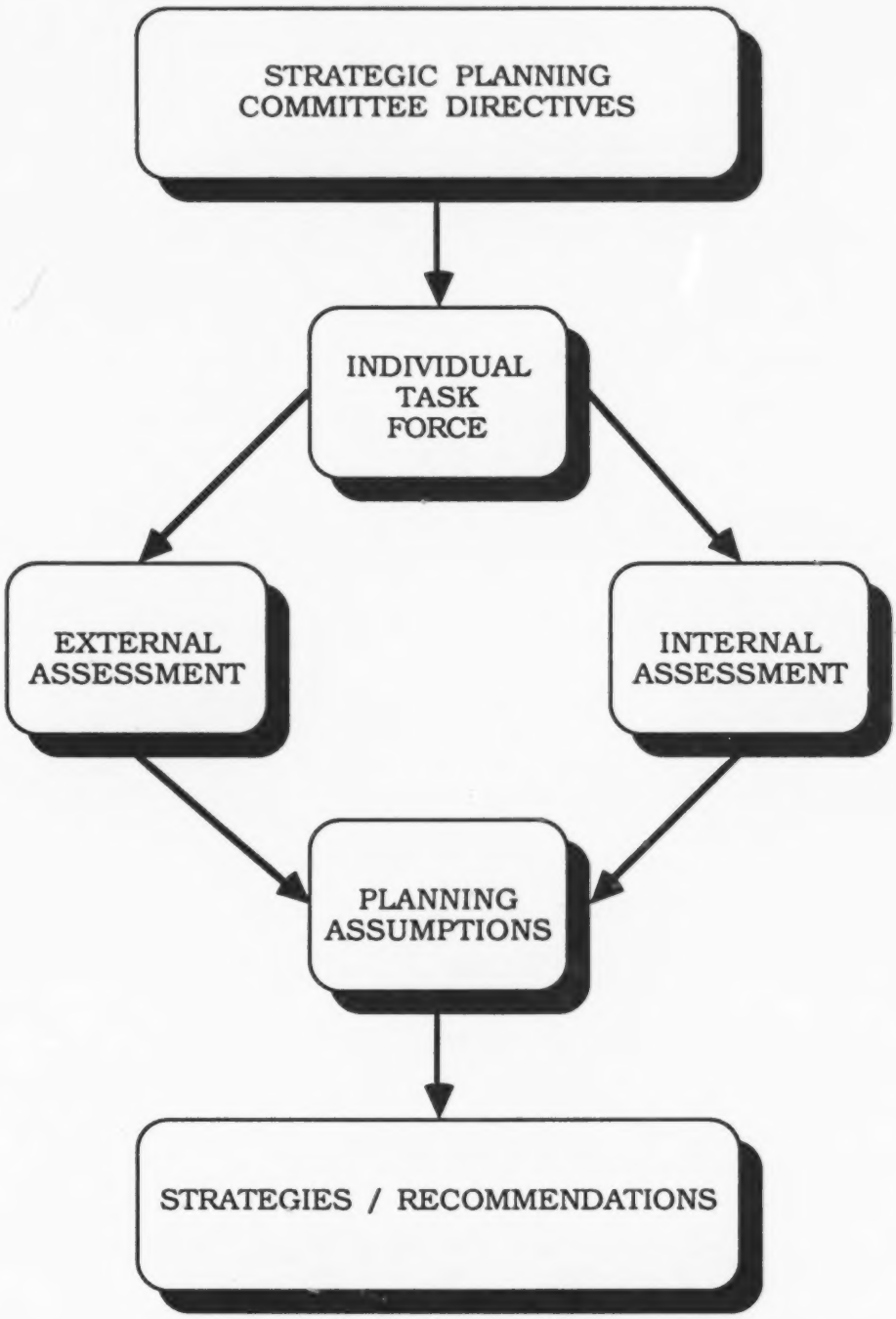

Figure 1. Information Flow within Individual Task Forces

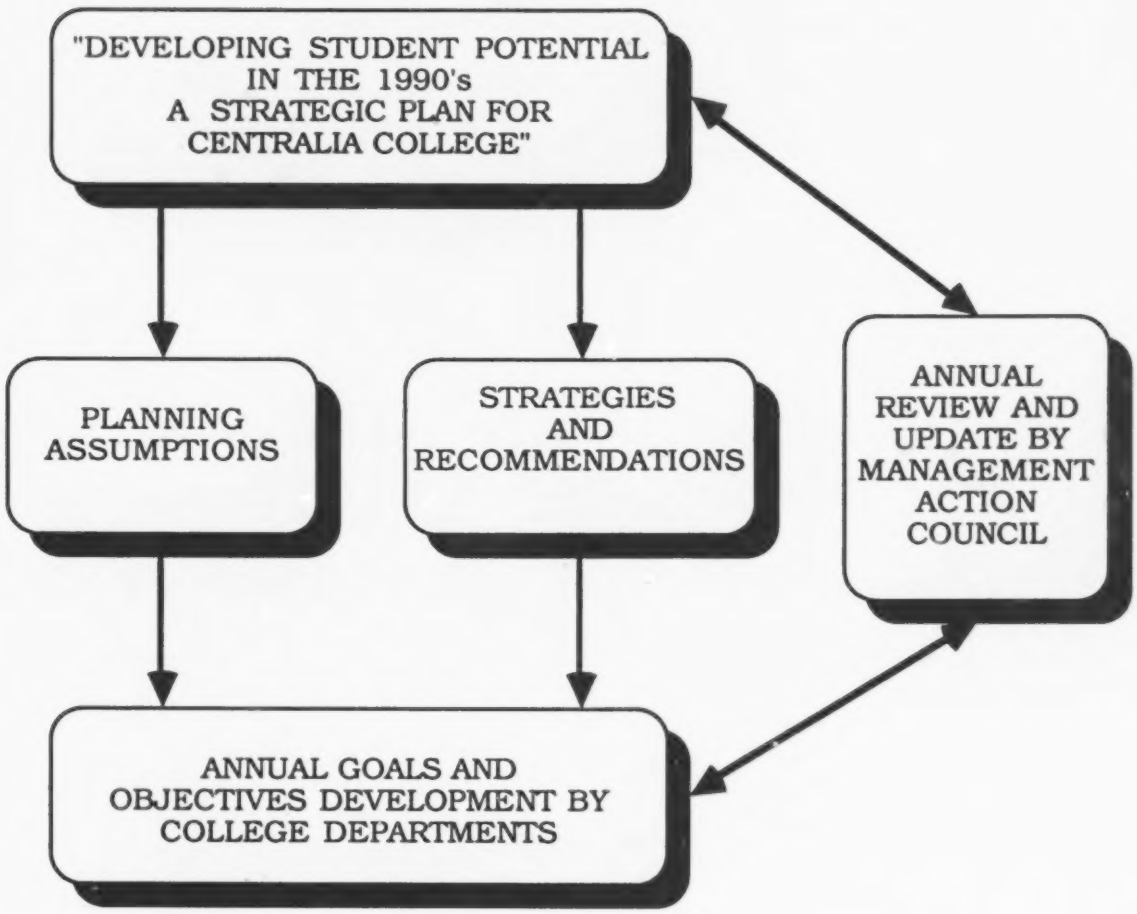
"DEVELOPING STUDENT POTENTIAL IN THE 1990's A STRATEGIC PLAN FOR CENTRALIA COLLEGE"
PLANNING ASSUMPTIONS
STRATEGIES AND RECOMMENDATIONS
ANNUAL REVIEW AND UPDATE BY MANAGEMENT ACTION COUNCIL
ANNUAL GOALS AND OBJECTIVES DEVELOPMENT BY COLLEGE DEPARTMENTS

Figure 2. Utilization, Review, and Update of the Strategic Plan

HISTORY OF CENTRALIA COLLEGE

Centralia College looks forward to a bright future based on the strength of its proud heritage. The college was established in 1925 by the citizens of Centralia as part of the Centralia School District. The University of Washington supervised and ensured the academic excellence of the institution.

The college experienced hard times both during the depression and World War II when enrollment dipped to 49 students. Perserverance prevailed, however, through the efforts of Margaret Corbet to establish Centralia College as the oldest continuously operating community college in the State of Washington.

Today, Centralia College is meeting the challenges of the future through expanded vocational and academic programs which enhance the economic development of its community while ensuring quality education. The college is noted for its fine dramatic and musical presentations in Corbet Hall, a cultural center for the county. The Trailblazers provide exciting entertainment in both men's and women's intercollegiate sports.

Centralia College's East County Center officially opened in Fall, 1983, in leased facilities at Morton High School. The opening of this extension of the college marked the dedication that Centralia College has in meeting the educational needs of the residents of East Lewis County. Counseling, advising, testing and financial aid services are also available. The East County Center Organization of Students provides additional student activities and services.

Garrett Heyns Education Center is unique in that it provides quality academic and vocational programs to offenders inside the Washington State Corrections Center at Shelton. The Center was originally opened in 1962 under the jurisdiction of the Shelton School District. In 1975 Community College District Twelve was granted the contract to operate the Garrett Heyns Education Center. For personnel, curriculum and budget purposes, it is treated as a separate campus. Its educational offerings and credits are integrated with the Centralia College program for degree and transcript purposes. Their work is some of the most difficult and challenging in the district, and the Center continues to offer pre- and postsecondary programs under very unusual circumstances.

In the fall of 1987, Centralia College entered a new phase of its development when a Campus Governance Task Force recommended separation of Centralia College and South Puget Sound Community College into individual college districts with individual boards of trustees. This recommendation culminated in legislative action during the 1988 regular session (House Bill No. 1361) to assign Centralia College to District Twelve and SPSCC to District 24. The service area of District Twelve was defined as

all of Lewis County, the Rochester common school District No. 401, the Tenino common school District No. 402, and the Thurston County portions of the Centralia common school District No. 401. The effective date of separation was July 1, 1988. As a result of this action, Centralia College was asssigned five trustees, two hold-overs from the previous Distict Twelve and three new members appointed by the governor for staggered five-year terms.

COLLEGE MISSION STATEMENT

The first order of business for the strategic planning program was a review of the college mission statement. The mission statement was revitalized by a task force of college staff and community leaders and subsequently honed and refined through presentations to all college constituencies. The original form prepared by the task force, complete with preamble, mission statement, and institutional objectives, is included in Appendix B. The condensed form below was approved by the Board of Trustees in February, 1989 and appears in the 1989/91 catalog:

CENTRALIA COLLEGE MISSION

The mission of Centralia College is to develop individual student potential. The college is an open learning community which promotes discovery, development, and enrichment for its members and an environment in which students may realize personal growth, enhance skills, test values and pursue options.

Centralia College offers comprehensive programs which are responsive to technological, economic, and social change. It seeks to develop appreciation for our multi-cultural heritage, social responsibility and citizenship, and personal health and wellness. The college responds to the needs of the community and students it serves by providing:

- *Academic courses leading to an associate degree and transfer to a four-year college or university.*
- *Vocational and technical courses for employment and improved job skills.*
- *General studies to broaden and deepen knowledge.*
- *Basic skill development to assure academic success.*
- *Cultural activites for community enrichment.*
- *Services and programs which facilitate student success.*
- *Opportunities for life long learning.*

EXTERNAL ASSESSMENT

Global Trends

A progressive shift from European-based trade to Pacific Rim trade places Washington State at the center of a new economic order and international power structure. It creates a demand for training in international business, languages (especially Asian), and culture that has not previously existed. Exchange programs between sister cities/schools present new educational opportunities and challenges. Increasing Asian and Hispanic immigration creates a demand for English as a Second Language programs. Global concern for climatic change, acid rain, ozone depletion, toxic wastes, and species extinction creates a renewed local interest in the environmental sciences. The rapid development of biotechnology and genetic engineering opens new employment opportunities for science students, but also creates moral and ethical dilemmas for society. The development of new telecommunications technology influences where and how we work and truly brings the world to the college classroom. The educational process at Centralia College is significantly shaped by the dynamics of world events. Thus, an important task of Centralia College is to introduce students from Lewis and Thurston counties to the cultures, economies, and governments of the world and to help them understand how their lives are influenced by world events.

National Trends

Recent reports by the Bureau of Labor Statistics and the Hudson Institute foretell a dramatic change in the U.S. labor force by the year 2000. The total labor force is projected to experience slow growth with most new entrants being females, non-whites, and immigrants, rather than native-born, white males. The work force is growing older and increasingly disadvantaged. The goods-producing sector of the economy will decline, while virtually all new jobs will be in the services-producing sector. The new jobs in service industries will require higher skill levels than the jobs of today. Considerable attention is already being given to low literacy and basic skill levels of employees and many corporations are turning to on-site educational programs.

Media attention has also focused on low math, science, and geography test performance by U. S. students. Attempts have been made to characterize a common core of knowledge important to American students approaching the twenty-first century. The information explosion has changed the concept of an educated person and places a premium on organizational, decision-making, and problem-solving skills.

The national goal of a drug-free workplace and concern for hazardous chemical exposure has created demand for more frequent and rigorous employee training programs, even in educational institutions. Concern over epidemic disease (e.g. AIDS) creates a need for education of students and

employee groups and even influences the selection of laboratory experiments in science courses.

Institutions of higher education face increased competition for a declining number of 18 - 24 year olds. The enrollment of foreign students, especially Asians, has been increasing steadily and is likely to continue. Tuition at public and private insitutions remains high, but the rate of increase has slowed. Although slowed by funding from the 1989 legislature, the share of state budgets allocated to community college education continues to decline from a peak in the 1960's.

State Trends

Washington state is following the national trend toward a service based economy with continued declines in timber and agriculture related industries. The decline in resource based employment has had the greatest impact on rural counties, most of which have double-digit unemployment rates. New jobs in retail and services pay less than the traditional manufacturing jobs, leading to a decline in per capita income. On the plus side, Asian trade and foreign investment in Washington has increased dramatically, creating a demand for non-European language and culture instruction. As in the nation at large, the state work force will be increasing older, female, disadvantaged, and non-white.

The Family Independence Program (FIP), which provides financial incentives for participation in education, training, and work programs, becomes mandatory in 1991. It will increase the demand for early childhood education, child care services, basic skills instruction, short-term vocational programs, and counseling services. Community colleges will receive the brunt of the demand for such services.

The Master Plan adopted by the Higher Education Coordinating Board proposes an expansion of upper-division course offerings in urban areas with delivery through branch campuses. This may create increased demand for lower-division courses provided by community colleges. The master plan also seeks to establish more stringent admissions standards at four-year institutions and proposes the development of methods to assess student achievement and competency. This in turn will cause increased student interest in community college transfer programs.

Colleges will need to emphasize recruiting and retention of qualified faculty, improve the qualities of libraries and instructional equipment, and expand competency based instruction. Community colleges will increasingly struggle with their dual mandate of maintaining an "open door" while offering high quality academic and vocational instruction. The open door will bring more students with basic skill deficiencies. The demand for adult literacy training, high school completion, English as a Second Language, and remedial courses for underprepared high school graduates will increase. Accurate testing and assessment of student skill levels followed by

mandatory course placement will be increasingly important. The desire for wide access to education will dictate increased utilization of televised education for rural areas, employees at work sites, homebound, and the institutionalized. The Washington Community College Program and Enrollment Plan prepared by the State Board for Community College Education identifies five broad goals for the state's community colleges for the 1990's:

- o Meet the increased demand for academic transfer.
- o Respond to changing work force needs.
- o Meet the need for literacy education.
- o Meet the expectations for effective higher education.
- o Ensure college opportunities for the people of Wasington.

College Location

Centrallia College serves a largely rural population of approximately 67,100 spread over an area of nearly 3,550 square miles. The college is located near the population center of its service district, but away from the geographic center. To provide access to its programs, the college must employ traditional campus based delivery systems, an outreach center, alternative formats (weekends, correspondence), and distance learning techniques (telenet, and television).

The location of the college also affects the ability to recruit, retain and develop faculty and staff. A distance of over ninety miles to Seattle or Portland negatively impacts the effective recruiting of part-time and minority staff members. The commuting distance to major universities makes the pursuit of quality graduate level courses difficult in some teaching disciplines. Faculty and administrators pursuing doctoral programs may find it difficult to access the educational opportunities they desire.

Local Economy

Lewis County, which comprises the bulk of Centralia College's service district, has historically had a resource based economy. Primary industries have included wood products, agriculture, electrical power generation and mining. To counter regional and national decline in these industries and resultant unemployment, the Lewis County Economic Development Council has aggressively sought light manufacturing (e.g. PPG) and retail sales (e.g. factory outlet stores) companies. The transition from a resource based economy to a service and retail economy will continue. The need for career redirection and training for displaced workers will continue to be high. This

will create an increased demand for core academic and short-term vocational courses. Many will need to continue working while taking college courses creating a need for alternative class formats and schedules. The college will need to continue training students for local employment, but demand for transfer to four-year colleges and training for external emploment will increase.

Population/Demographics

State population projections indicate a decline in the 18-24 year old group, a slight increase in the 25-44 group, and a large increase in the 45-64 group over the next ten years. Lewis County will undoubtedly follow this trend. The average age of Centralia College students has steadily increased and it is projected that an increase in the over-30 student will offset a decrease in the number of recent high school graduates.

The number of single-parent households in Lewis County has increased 300 percent in the last four years. Since the fall of 1984 there has been a steady increase in the number of full-time female students, many of whom have young children. The demand for on-campus daycare has far outpaced the ability of the college to provide it.

The ethnic mixture of Lewis County has begun to change, with a steady increase in Hispanics and Asians.

Organization and Decision Making

Centralia College began operating as a single college district July 1, 1988, by legislative action. The college is now autonomous and must provide for itself those administrative services formerly performed at the district level, without benefits from the economy of scale of a larger district.

Centralia College is governed by a five-member Board of Trustees. As a result of the district split enacted by the 1988 legislature, the Board was reconstituted with the appointment by the governor, of three new members to staggered terms of service.

Curriculum/Instruction

Emerging technologies (videodiscs, interactive computing, etc.) along with increased understanding of the ways students learn, will influence the way we teach and increase our ability to individualize instruction.

The college expects an increase in enrollment of non-traditional students including single parents, senior citizens, minorities, and employees seeking training and retraining. Demand is expected to increase for video and other coursed in outreach areas (Packwood, Morton, Tenino, Winlock, etc.) and for courses taught by alternative modalities, including correspondence, video, satellite, weekend, and individualized study.

INTERNAL ASSESSMENT

Organization/Decision Making

Centralia College is organized in a traditional 3-unit structure (Fig. 3). Faculty and staff surveys suggest that this structure serves the needs of the three major areas of operation (Instruction, Student Services, and Administrative Services).

Surveys of mid-level managers, however, suggest a lack of firm and clear delegation of responsibilities and companion authorities, resulting in under-use of mid- and lower-level managers and overburden of senior managers. The consequent confusion of boundaries of responsibility and authority negatively affects the clarity and timeliness of decisions.

Middle management staff in Instruction also indicate a need for adjustment of job descriptions to accommodate the time intensive management of alternative courses/programs aimed at non-traditional students.

Learning Assistance Resource Center

In order to meet the expanding need for basic education, student support services, and learning resources, the new Learning Assistance Resource Center (LARC) is scheduled for construction during the summer of 1989 with occupancy set for Fall Quarter 1990. This facility will help basic skills programs and college support services collaborate in providing assistance to all students.

The LARC will be an integrated educational concept that provides many of the services for a student in one complex. Whether a student is seeking general information about the college, needs assistance with a basic skill deficiency (reading, writing, or math), or needs assistance with a research project, the student should have access to all of the services and resources in an efficient manner and without physical barriers.

The LARC complex is expected to include the following functional areas:

1. Library/Media Center
2. Skills Development Center - reading laboratory, testing, general study, group study, tutoring, placement, and assessment.
3. Student Assistance Center - counseling service, a career center, and an information specialist.

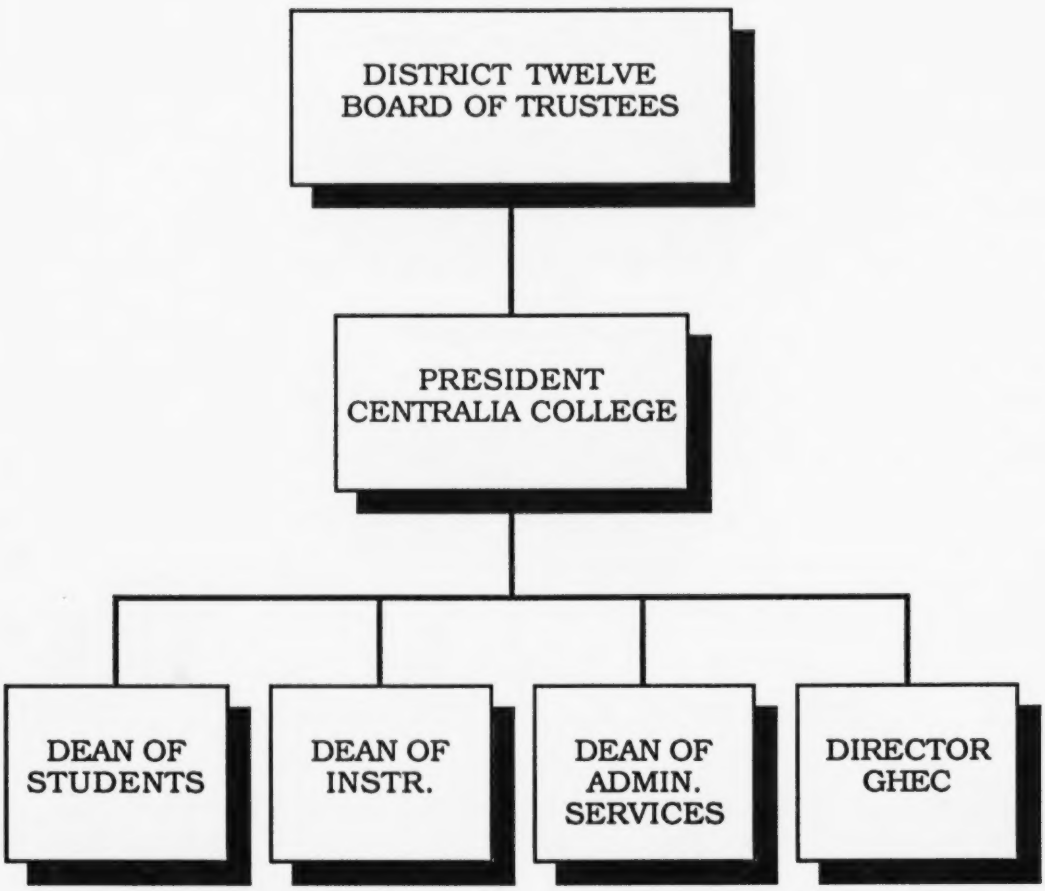

Figure 3. Centralia College Organizational Structure

Remodeling of the Student Services building will allow for housing and expansion of the following areas:

1. Administration/Special Programs - such programs as Educational Talent Search and Displaced Homemakers.
2. Admissions/Records/Marketing
3. Financial Aid/Student Employment/Cooperative Education
4. Student Programs - student activities, student senate, and staff space.
5. Bookstore

Curriculum/Instruction

Centralia College continues its tradition of a comprehensive curriculum with high quality academic and vocational offerings. The FTE target for 1989/90 is 1711, with an anticipated ratio of academic/vocational effort of 60/40. The college currently employs 55 full-time instructors and approximately 155 part-time instructors in any given quarter. The day on-campus instruction is conducted primarily by full-time instructors, while part-time and moonlighting full-time instructors cover evening and off-campus courses. Over the next ten years, a significant number of full-time faculty will be eligible for retirement, allowing an opportunity for curriculum assessment, revitalization, and possible redirection of effort. A systematic program review process is needed to best take advantage of the opportunity. Most instruction occurs in on-campus classrooms, but there is increasing demand for alternative modalities such as correspondence and video courses by students who need to coordinate work and family schedules with educational advancement.

A number of new programs are currently under review for inclusion in the college curriculum. They include Asian studies, Pacific-rim trade and marketing, geography, local and state government, and physical therapy and occupational therapy assistant. In addition, the licensed practical nursing program will be expanded by 50% in 1989/90 to help ease the local and state-wide nursing shortage. A registered nursing program will be offered to local LPNs in 1990/91 with the assistance of Lower Columbia College. It is hoped the program can return on an as-needed basis in the future.

Efforts are under way to increase the emphasis on reading, writing, and critical thinking skills in all college courses. The college honors program has received national attention, but needs to be expanded to allow participation by evening and off-campus students.

A faculty evaluation program is being developed for implementation in Fall Quarter, 1989. The program will include student, peer and self assessment during a three year cycle for each full and permanent part-time faculty member. Probationary full-time and periodic part-time instructors will continue to be evaluated quarterly.

Campus Gounds/Landscaping

Centralia College is physically located in 15 buildings on 20.1 acres near the downtown area of Centralia, Washington. In addition, several office facilities are rented for day and evening classes. In its more than 60 years of continuous operation, the college has expanded dramatically from its original location on the third floor of the old high school building.

The grounds are well maintained. Lawns are mowed regularly and leaves are removed promptly. Sidewalks are edged and landscaped areas are kept free of trash and weeds. Plantings have been placed and maintained to enhance the attractiveness of building entrances.

A separate landscape plan, listing tree and shrub species, would help maintain a native plantings theme and would help coordinate the needs of the science department plant requirements. The introduction of an arboretum would benefit the community and field exercises of the forestry and botany classes.

Campus Buildings/Physical Plant

The General Classroom Building is one of the most highly utilized buildings on campus and is the last to be air conditioned. Air conditioners will be installed during the summer of 1989.

There continues to be a need in this community for an auditorium with seating capacity of up to 700 individuals. This would allow the drama program to perform before larger crowds and enable the college to bring in well-known speakers and offer seminars to large groups. A citizen's group is currently planning and initiating fund-raising for a performing arts center. Also needed are an art gallery where displays can be exhibited to the public, staff, and students and a science museum for display and protection of zoological and botanical specimens.

The 1982 Master Plan Amendment proposed a three phase plan for the development and improvement of the existing gymnasium. Phase I included remodeling locker rooms for use by P.E., intramural and intercollegiate athletics. A human performance lab was established, emphasizing Centralia College's commitment to personal fitness. This Phase was completed in 1983. Future phases, which include racquetball courts, varsity/community locker rooms, additional instructional/activity space, indoor track and improved faculty offices are awaiting state funding. Loss of the athletic field to the LARC complex will mean a significant decrease in recreational areas on campus.

Centralia College has an increasing number of disabled students. The population has increased by 250% in the last three years. The disabled students most impacted by the physical plant are those who are wheelchair bound, blind, or deaf. Flashing fire alarms for the hearing impaired have

been installed.

The most needed improvements will help the wheelchair bound individuals. Currently, only the Cafeteria building has automatic doors. All buildings should be so equipped as soon as possible. The lavatories in the Business Education and General Classroom buildings are difficult to use by those in wheelchairs and need automatic doors. Each classroom should have an adjustable height table to accomodate a wheelchair. All ramps that provide curb access need to be reviewed for their effectiveness. For example, the ramp between the Administration building and Student Programs still has enough of a bump to be a difficult obstacle for some chairbound individuals.

A smaller, but significant problem, is the necessity that all classrooms have desks for left-handed students. This may be achieved with redistribution of existing desks.

Centralia College has some inherent advantages for the disabled. All buildings are relatively close, proximate parking is available, and the campus is very flat. With continued remodeling, Centralia College can offer an excellent environment for disabled students.

Campus buildings are maintained at a high level of cleanliness and attractiveness. Wall paint looks fresh, generally without marring or evidence of vandalism. Pale colors and window coverings with a carpeted raised area add cheer to the cafeteria. Floors are well serviced, clean and sanitary. Exterior building drains are serviceable. Buildings and trim are repainted on a cyclical basis..

Ash trays are provided outside building entrances, as there are no designated smoking areas inside campus buildings. Entrances to buildings are often messy and unkept with cigarette butts on the walkways and on the top of trash receptacles. A systematic cleaning process needs to be implemented.

A General Purpose Vocational Building is planned for the early 1990's. It will provide Centralia College with a facility which will allow for short-term and/or intermittent vocational programs such as motorcycle repair and automobile tune-up. The building design and materials will be compatible with the existing Vocational Building. The building will have exterior walls of concrete block, a steel structural frame, a built-up roof assembly, a concrete floor slab and overhead doors for individual teaching bays. The interior is designed to allow for easy modifications to accomodate program changes. Interior walls will be non-bearing. The heating, plumbing and electrical system are designed to meet the requirements of a variety of programs. Heating/cooling systems will be overhead to save on initial cost as well as future revisions.

Parking and Traffic Flow

There continues to be a severe parking problem, particularly during peak hours of operation. There are 356 off-street spaces and approximately 478 on-street spaces in the vicinity of the college, though many of the latter are shared with local residents. Of these, only eight off-street and four on-street spaces are designated for handicapped only. Overall, the problem will be difficult to solve without the purchase of additional property.

Provisions for off-street parking have been acutely impacted by the City's ordinance requiring parking on the basis of one space for one hundred square feet of building area. At this rate, Centralia College would need about 1,890 parking spaces. The college administration determined in the 1982 Master Plan Amendment that 1,050 spaces would be more realistic. The present total of off- and on-street parking around campus is approximately 846. There will be 150 additional parking spaces when the LARC building is completed, however, there will be a loss of the 84 spaces on Walnut Street when the pedestrian mall is completed. This will give a total of 912 parking spaces.

Rock Street between Locust and Walnut Streets should be renovated to further enhance a sense of campus entry. The establishment of a cul-de-sac at the intersection of Walnut and Rock Streets is desirable for dropping off students, visitors and children for the day care, as well as reducing the traffic flow on Walnut Street between Rock and Iron Streets.

Communications Technology

In 1987 Centralia College purchased a campus-wide Northern Telecom Digital Switch which allows for present and future expansion of telephone and computer communication. This is currently considered state-of-the-art and should serve the campus for the next five to ten years.

Tying buildings within the campus together for effective telephone and data communication will be vital for increasing operations efficiency in the future. Network technology (both voice and data) is a rapidly evolving field. The best way to address this situation is to maintain maximum flexibility. Because of the volatility of the technology, there is little or no advantage in buying much more capability than is presently needed; by the time that capability is needed, there may be a better or cheaper solution. The current networking needs can probably be met with low cost, relatively low performance solutions, e.g., a system utilizing existing telephone wiring (twisted pair). As needs grow, this may or may not have to be replaced with some other physical media, such as coaxial cable or fiber optics, depending on technological innovations.

A FAX machine has been purchased and is available in the Dean of Administrative Services Office.

Computer Technology/Educational Delivery Systems

The Title III grant award has provided the campus with computers and audio-visual equipment. Most educational programs have access to the open computer lab, which has a wide variety of computers and computer software, as well as Computer Aided Drafting (CAD) and Computer Aided Design and Drafting (CADD) capabilities.

To keep pace with technology in educational delivery systems, there is a need to write another Capital Project proposal for the construction of a Math/Engineering facility as soon as possible.

This is necessary because:

1. Chemistry Labs - Ventilation and storage space are inadequate.

2. Forestry/Civil Engineering - Current facilities are inadequate for program space needs and adequate computer utilization.

3. Physics - Needs to move to make room for expansion of the electronics program, should be located next to the engineering program.

4. Computer Lab - Needs to be larger to support engineering, CET, chemistry, physics, electronics, etc.

5. Math - Currently spread all over campus. This fragmention and existing facilities does not allow for efficient grouping of activities.

6. Faculty Offices - The current space is below CAM standards. Larger two person offices or more one person offices are needed. Shared offices for part-time and evening faculty need to be provided.

7. General Engineering - Current facilities do not have a constant location. This is a gypsy program and thus is having a difficult time developing.

Instructional Equipment

The relatively modest equipment allocations in recent years have made it difficult for academic and vocational programs to purchase state-of-the-art equipment on which to train students. A compromise has been a lump sum committment, by agreement between division chairs, to one program each year. There is a campus-wide need, however, to replace equipment purchased in the 1970's. Areas of high need that have been identified are: welding - new wire feeds; nursing - new hospital beds; forestry technology - field computers; biology - binocular microscopes; radio

and television - teletype and studio equipment; diesel - practice vehicles; classrooms - TV monitors and interactive computer video systems; media center - upgrade of satellite system; faculty offices - typewriters or word processors; campus-wide - security systems and lock downs for electronic gear.

Institutional Staffing

The highly structured nature of the administrative and faculty salary schedules have, in the past, made it difficult to offer an attractive compensation package to top national candidates. However, this is beginning to change. A new faculty salary schedule structure was incorporated into the negotiated agreement for 1989/90 which will make the college more competitive for entry level faculty positions. The schedule will also allow more rapid vertical movement for continuing faculty, reduce the "bottoming out" in columns that has previously occured, and reward scholarly professional development.

The college's rural location and small local minority population have made it difficult to reach affirmative action targets, though it remains a priority goal. An effort is made to recruit part-time faculty from the local community whenever possible. Selection of part-time faculty is largely done by division chairs or associate deans. Full-time faculty have expressed a desire to participate in the process to insure uniformity of professional credentials and experience. The Higher Education Personnel Board has established strict criteria for selection and assignment of classified staff.

The retention of qualified administrators, faculty, and classified staff remains a high priority issue. Administrative job descriptions have recently been re-written, but areas of overlap need to be addressed, and workload equivalencies determined. The Administrative evaluation system is in serious need of revision. A new faculty evaluation system is being prepared for implementation in 1989/90. There is a strong perception of workload discrepancy among full-time faculty and the role of all faculty in campus-wide decision making needs to be clarified and strengthened. Opportunities for interaction between full- and part-time faculty need to be sought and encouraged. A much greater effort needs to be made to draw part-time faculty into the college community and to recognize their contribution. Clerical support for both full and part-time faculty can be increased to enhance the quality of instructional materials. Morale at all levels has improved under the current administration, but opportunities for enhancement through involvement and entertainment should be aggressively sought. Professional development of college administrators, faculty, and staff is encouraged but not adequately funded. A development program for administrators has recently been reviewed and recommended by the Management Action Council, but has not been incorporated into the budget. The travel time to appropriate four year institutions has limited access to advanced degrees and scholarly development. A cooperative venture with the University of Washington to offer doctorate level courses in

community college education was begun in 1989 with moderate enrollment. The faculty sabbatical program and opportunities for faculty exchanges are new and need to be encouraged. A similiar sabbatical program for administrators should be developed. On-campus supervisory training needs to become an on-going activity. The classified training program appears underfunded and the minimal amounts available to applicants cover only local activities. It has been difficult for classified staff to obtain release time for participation in campus meetings, activities, and development opportunities. College staff remain a most precious and valued resource, but the concept of an interactive community needs to be nurtured. The internal image of the college, held by its employees, is important in creating a positive external image of the college.

College Advancement Office

The role of the college advancement office and its relationship to college programs, local media, and the foundation needs to be more fully explained to college staff. Staff participation in fund raising activities is vital and will be increased with a more complete understanding of the multi-dimensional roles of this office.

Purchasing Office

Under the general supervison of the college Business Office, the Purchasing Office is staffed by one full-time person assisted by a student employee who works three hours per day. The office currently has the use of a computer terminal to facilitate its work. In the near future the office expects to be able to connect with a purchasing system through a Hewlett Packard computer linkage with the WCCCC. A major problem for the office is the incorrect preparation of campus generated purchase orders. It is estimated that the number of incorrect purchase orders may amount to as much as fifteen percent of the total. Inservice training of all staff is clearly required. Another impediment to a smooth operation is the fact that many purchase orders are not submitted with sufficient lead time.

Management Information System

The variety in types and brands of computers and other computing hardware on campus presents compatibility and training problems. But the situation is steadily improving. There is a good basic competence level among staff in the use of the various computing systems, but as new equipment is purchased additional training will be necessary.

Business Office

The Business Office staff carries out the following operations: cashiering, payroll, accounts payable, general ledger, revenue, expenditure, and grant accounting. In addition, the college's state assets are reconciled and posted.

The equipment used to support the above functions consists of five, four-year-old Hewlett Packard terminals and P.C.'s. These are used by six full-time employees and one part-time employee. The newest PC/terminal combination is a one-year-old HP Vectra which is the only IBM compatible used in the business office.

The Cashier operates a data terminal cash register which "talks" to the FMS and records all revenue data. Because the current cashiering system is unique (only one other college has it), maintenance and reprogramming is difficult at times. A new cashiering system requiring HP Vectra terminal cash registers was supposed to have been implemented in August of 1988 but has been postponed to fall of 1989. All Washington community colleges will then be on the same system.

Bookstore/Central Stores

The primary goal of the bookstore is to provide quality service to the students in support of their education while generating sufficient funds to cover the cost of operation.

The bookstore is fiscally reliant upon student and staff purchases of retail items and textbooks and must show a continued positive cash flow (profit) through sales.

The college financial system records all accounting detail from manually produced records which the bookstore staff currently prepare. Due to the location of the bookstore, it is thought that the volume of sales are lower than they would be if they were located in a more visible, central area which will occur when the LARC complex is completed and the current student center/library building is remodeled.

A campus Central Stores was established in 1985 to expedite the purchase of supplies needed by all college staff. Central Stores operates from a zero based budget, and the operating funds come from the general budget by expense transfer from other departments. The present operating system is a considerable improvement from the previous method which required several weeks waiting for bulk orders to be filled in Olympia at Central Stores and then subsequently shipped to Centralia. The current method is that general supplies are now stocked on campus and orders can be delivered, usually within one day of ordering. Central Stores also handles special orders from staff for those items not kept in stock. In addition to supplies, receiving is also handled in central stores. This includes all items shipped to the college. Currently, a plant maintenance staff member insures that equipment items received are tagged with a Washington State Inventory Tag in conformance with state asset rules and regulations. In 1990 Central Stores will be moved into the current Bookstore building (when it is vacated) along with the mailroom, copying services and receiving. Currently, Central Stores employs one person for three hours per day. Items are not marked up.

In the present system there are still problems. The record keeping equipment of the Central Stores has not kept pace with the volume of transactions. At the very least, the system should be provided with a calculator possessing a memory function. A large work table is also needed. A computer that could keep a running inventory would be an even better investment for the operation.

Another problem concerns the matter of storage space. Limited as the present storage capacity is, it is limited still further because Central Stores is utilized for extraneous storage. This situation has resulted in much of Central Stores' inventory being located in a building at the other extremity of the campus.

VISION
CENTRALIA COLLEGE IN THE 1990'S

With the completion of the external and internal assessments, a vision of Centralia College in the 1990's has begun to emerge. During its seventh decade of service, the college will be characterized by:

- a faculty and staff dedicated to developing individual student potential;

- a computer assisted advising and tracking system with thorough assessment of entry skill levels, mandatory course placement, and continual progress monitoring to facilitate student success;

- comprehensive and challenging educational programs which provide interdisciplinary perspectives, foster creative thinking, and which recognize and support individual learning styles;

- alternative delivery systems which utilize current media and communications technology to provide instruction at times and sites most convenient for working students;

- integration of all staff into a collegial, mutually supportive educational community dedicated to student success;

- integrated information systems which link together all campus offices, classrooms, and buildings and which connect satellite sites to the main campus.

The college will achieve widespread recognition as:

- an innovative and progressive agent of change, actively participating in cummunity affairs to facilitate the educational, economic, and cultural evolution of Lewis County;

- a model of academic excellence and institutional effectiveness through continual program, curriculum, and staff evaluation and a leader in staff professional development and training at all levels;

- a continuing source of skilled employees for local businesses and competant students for transfer to four year institutions;

- a model for effective, supportive articulation with community school districts;

- a cultural and recreational center for Lewis County.

The assumptions and strategies which follow, delineate the path toward the realization of this vision.

PLANNING ASSUMPTIONS

Population Demographics

The number of 18-year-old students and high school graduates enrolling in Centralia College will decrease in the 1986-96 decade, but the number of adult students (ages 25+) will increase.

More non-traditional students will seek college courses for personal enrichment, promotional possibilities, and retraining.

The proportion of part-time students will increase.

The demand for services from Centralia College will increase faster than state-funded FTEs.

The number of students drawn from outlying areas will be maintained or slightly increased.

The college will continue to attract greater numbers of both full-time and part-time students from the Centralia College service area and the Olympia area.

There will be an increase in the number of students requiring special services (hearing or vision impaired, wheelchair bound, single parents with children).

The number of students with basic skills deficiencies will increase dramatically and the demand for programs in basic skills/developmental education will continue to increase.

Salary levels offered by industry will continue to lure math/science and vocational faculty away from community colleges, resulting in a shortage of qualified applicants in these areas.

The total Lewis County population throughout the next decade will remain stable or show a gradual increase.

Individuals residing in the service area of Tenino will request courses in academic, vocational training, basic skills and personal enjoyment.

The Hispanic population in Lewis County has been growing the last five years. Enrollments in ESL and basic skills for this population can be expected to increase.

The general education level of adults in the college service area will continue to be low.

Community

Strong community support for Centralia College will continue.

Most of the graduates of vocational programs will continue to seek employment locally but find it elsewhere.

Difficult personal circumstances, including such problems as drug/alcohol abuse, AIDS, physical/sexual abuse, suicide, marital conflict, etc., will continue at current levels or increase.

National colleges will continue to recognize the local high school's Advanced Placement programs.

There will be continued community support for an athletic program at Centralia College.

Curriculum/Instruction

There will be an increased need for AIDS education.

The Department of Licensing will increase or add continuing education requirements for licensure or recertification. (Health Care, Real Estate, Alcohol Counselors, etc.)

There will be increased demand for short-term certificate training programs that are offered on a rotational basis as the need arises.

Seminars, workshops or short-term courses will be required by busy professionals who need continuing education in a specific aspect of their profession.

The demand for trained employees able to utilize new electronic technologies will continue to increase.

The college will need to adopt new learning technologies and purchase new generations of instructional equipment.

Colleges will be increasingly held accountable for student outcomes. The "Junior Rising Competency Test" will be an issue.

Business, industries, and local school systems in the community will continue to incorporate emerging technologies.

The college will continue to support innovative approaches to teaching and to accomodate individual learning styles in students.

The college will continue to support flexible scheduling of courses to accommodate the working adult.

The college will recognize and provide opportunities for honor students.

The college will continue to offer comprehensive, high quality academic and vocational programs.

The college will work with other organizations to help provide educational support for small business owners.

Changing enrollments in programs will necessitate evaluating, assessing, restructuring, eliminating, or adding educational programs to serve new needs.

Centralia College will continue to provide services at the East County Center and to coordinate with the Garrett Heyns Education Center.

Fiscal/Economic

Community College allocations will remain stable, but costs of operation and service delivery will increase.

The local economy will gradually shift from a natural resources base to a service/information base, though more light industry will select Lewis county because of its proximity to Seattle and Portland.

External public funding (federal, state grants) will become increasingly scarce and competitive.

Eligibility requirements for federal financial aid will become increasing difficult for prospective students to meet, though the demand for financial aid will increase.

Community college tuition will increase but remain lower than that of four-year colleges and universities.

The funding formula for community colleges in Washington will remain the same.

Part-time students will be eligible for more state and federal financial aid.

Federal dollars for Pell grants will continue to be available to qualified students.

There are no anticipated increases in Student Services funding, but there will be increased demand for service delivery.

Institutional Staffing

Centralia College will continue to strive to meet affirmative action guidelines in hiring new personnel.

Centralia College hiring practices will continue to be impacted by low compensation for some positions in all categories of employees.

Requirements and qualifications for part-time faculty and hourly employees will be made more comparable to full-time personnel.

Personnel replacement decisions will have broader campus discussion and involvement.

Approximately 1/2 of the faculty will be eligible for retirement in the next ten years.

The college location will continue to be a deterrent to diversifying our ethnic/cultural climate.

Employee morale will improve as the following concerns are addressed: compensation, job descriptions, work load, evaluation practices, professional development opportunities, feeling of community, and campus communications.

Faculty retention will be influenced by curriculum decisions.

Part-time faculty morale and retention will be increased by involvement in campus decision making, benefits, and clerical support.

HEPB rules will continue to limit flexibility in decisions regarding hiring practices of classified employees.

Professional development of staff will increase as the following concerns are addressed: release time, funding, sabbatical programs for staff other than faculty, exchange opportunities, and availibility of advanced degree opportunities.

Supervisors will continue to require training in principles of supervision and management.

The number of women in the work place is increasing nationally - particularly women over 30 and female heads of households. This trend will be evident in the staff and students of Centralia College.

The Centralia College Comprehensive Development Plan states that during the past five years the college has experienced a 34% reduction in support staff and a 42% reduction in administrators. Individual managers will continue to assume additional responsibilities, though new electronic

technologies will make daily operations more efficient.

College faculty and classified staff will receive slight raises.

College staff will use satellite/video conferences as a source of professional development activities.

College personnel will continue to enroll in courses offered at the college.

There will be continued need for and interest in professional development for all college personnel.

Faculty and administrators will have no significant salary increase.

Salary increments for classified staff will continue to be funded, but the salary base will not increase significantly.

The college will continue to need volunteers to donate their time to meet community needs.

Educational Services

The college will continue its marketing efforts within the service area.

Intervention strategies for "high risk" students will increasingly be an all-campus responsibility.

Computer-assisted advising and degree-audit systems will improve the quality of delivery to students and faculty members, as well as provide the capability of monitoring and tracking student progress.

There will be a decrease in demand for veteran services.

The college alumni program will continue to grow.

Management needs, student expectations, and the advent of new technologies in the student service areas will require the need for appropriate staff development and equipment purchases.

There will be an increased demand for Career Planning and Placement services.

Library services and acquisitions will need to respond to the changing curricular needs of instructional programs.

The demand for child care will continue to increase and there will be a continuing need for expansion of child care facilities.

Centralia College will continue to be committed to provide cultural enrichment activities.

Physical Plant

The need for repair, maintenance, remodeling, and replacement of buildings and facilities will continue as the age of the facilities increase.

There will be additions to the Vocational-Technical building.

The existing Student Center building will be remodeled as the LARC complex becomes operational.

There will be a greater need for off-street parking.

The college will continue to work towards a smoke-free environment.

College staff will continue to require training in the safe handling and storage of educational and maintenance chemicals.

STRATEGIES/RECOMMENDATIONS

Though the existing administrative structure appears best, the lack of clearly defined roles and authorities within the structure needs to be addressed.

Decision-making limits for Deans, Associate Deans, Division Chairs, and Program Directors/Coordinators, need to be clarified to reduce duplication of effort.

Operational decisions at the Dean level need to be reduced and mid-level managers in Instruction and Student Services given increasing operational responsibilities with adequate authority.

Campus-wide coordination needs improvement. Information flow, decision-making, and program implementation between Instruction, Student Services, and Administration needs to be enhanced.

Budget

All employees need to understand the stipulations placed on state and special allocations.

Faculty need to be made aware of the negotiations process for their salary increases.

All employees need to understand the budget development process.

Management Information System

The HP3000 will be replaced within two years depending on legislative funding. The new system will be faster and more powerful.

More people will need access to the HP3000. This will require more ports.

WCCCC will be offering greater optional choices for individual colleges to use (Purchasing Module, etc.). This will require more hardware and software.

The advantages offered by Networking - the sharing of information between the Centralized System and the Decentralized System - and the sharing of information from one personal computer to another (electronic mail, etc.) are significant. The college needs to move in this direction as soon as possible. This will require additional resources.

Personal computers and other computing equipment need to be made available to more faculty and staff.

Faculty and staff need to be trained to use new computing systems.

One more full-time staff member in Administrative Services will need to be hired within two years due to increased demand for equipment and training support.

Board of Trustees

Historically, the Board of Trustees has demonstrated clear and firm delegation of responsibility and authority to the President to implement Board policy in the operations of the college. Continuation of this effective delegation model of management by the new Board of Trustees is imperative for the effective administration of the college.

Business Office

The cashier's office will be moved to the new admissions area in approximately Fall 1990.

The college should move as rapidly as possible to automated cashiering which can be maintained by WCCCC.

Computer terminals and PC's will need to be replaced with updated models.

Staff will need training in various spreadsheet and other computerized applications.

Purchasing Office

In-as-much as no significant funding increase may be assumed for the next five years, the work load will have to be maintained through greater efficiency.

To some extent greater efficiency of operation can be obtained by such measures as the planned access via a new computer to a purchasing system.

Greater efficiency of operation may be possible if more attention can be given to the correct and timely submission of purchase orders.

College staff will require short training sessions on the proper completion of purchase order requests.

Bookstore/Central Stores

The Bookstore will be moved to a new location in 1991 and it is anticipated that there will be increased business due to greater visibility.

If there is growth in business level, there may be a requirement for

more part-time staff and increased automation.

There will be a need to maintain minimum inventory to ensure against obsolescence of merchandise and inadequate cash flow.

There will be periodic student unrest regarding high cost of books and supplies.

Other services could be provided. Examples are a conveniently located copy machine and a bank cash machine.

The move of Central Stores to the old bookstore building in 1991 should provide more room to stock more items.

If Central Stores were to stock more items, funds should be budgeted and used to purchase more items such as staplers, pencil sharpeners, tape dispensers, scissors, envelopes, archive boxes, etc., for ready availability to college staff.

State equipment items could be tagged in the receiving area..

Central Stores should be made more accessible to college staff (especially part-time instructors) by increasing the hours of operation.

Central Stores equipment is out-dated and/or not adequate and should be replaced. Such items include a calculator with memory, and a large work table.

Population Strategies

Due to the continued increase in enrollments of women with babies and small children, the college needs to expand day care facilities.

Develop a three-year AA program for the Tenino Center using a combination of lecture and video courses.

Analyze staffing/enrollment patterns in the Phoenix Center and add staff if needed.

Increase marketing efforts of the college's on-campus three-year AA program by producing a brochure and developing publicity for the mailer.

Develop closed captioned videotaped courses for hearing impaired students.

Continue to provide timely and effective information to newspapers and expand the utilization of radio.

Develop a college newsletter targeted to various public groups.

Utilize the quarterly class schedule and local cable TV more effectively as marketing devices.

Ensure coordination and standardization of printed materials through the College Advancement office.

Survey the demographic changes in the district service area.

Develop courses and programs targeted to specific groups and market specialized program offerings.

Strategies to Enhance Community Relations

Survey training needs of local businesses and develop a series of offerings targeted to those needs.

Develop a brochure promoting Centralia College offerings to local businesses.

Maintain a series of seminars and workshops that address specific community needs.

Expand the college's capacity to meet business training needs.

Expand the speakers bureau.

Strategies to Enhance Curriculum/Instruction

The college should work with the local health department, health care providers, the State Board and MedNet in providing up-to-date information about AIDS in a short course or workshop format.

The college should develop courses that meet Department of Licensing, and professional association requirements for licensure or certification using cost effective alternative delivery systems.

The college needs to develop courses for handicapped students (i.e., closed captioned courses for hearing impaired).

Videotaped, satellite courses that meet degree requirements need to be made available in Morton and Tenino.

Faculty need to be trained in "writing across the curriculum" techniques.

Grant money to fund an "on line" computerized card catalog linking the library resources to the East County Center needs to be explored.

Outside funding for "on line" registration from Morton needs to be

found in order that students have ready access to courses at Morton and on campus.

Develop an on-campus natural history museum by moving the current student programs office to a location near Ehret Hall and restructure internally.

Demand for course work by fire fighters and law enforcement officers will increase.

Improve relations with district high schools by holding joint work sessions.

Promote relations between high school and college faculty in related teaching areas.

Increase high school counselors' awareness of college programs with tours and open houses.

Present high schools with feedback on students' progress at Centralia College and after transfer to four-year colleges.

Prioritize equipment purchases and architectural plans for an "interactive learning center."

Prioritize equipment purchases to allow for interactive audio/video learning stations which include laser disc players, monitors, computers, CD-Rom players.

Provide travel, research, and production grants for faculty and staff members.

Provide release time to develop interactive learning packages.

Continue to provide community leadership in physical fitness instruction and activities.

Fiscal/Economic Strategies

The college should actively seek grant funding to fill in the gaps left by shortfalls in the state budget. Interested college staff should be encouraged to take advantage of grant writing workshops. High quality outside grant writers should be employed to write the college's major grants.

The college's self support (community service) program should be expanded not only to serve the educational needs of the community, but to provide funds for instructional enhancements.

College students, staff, and faculty need to inform legislators about their concerns related to changes in financial aid eligibility.

Provide timely and effective information about community colleges and their needs to all legislators and specifically to representatives in the 20th district.

The college foundation should promote a deferred giving program, develop a donor based record system, develop target mailings for in-kind donations, and continue to expand annual fund raising efforts.

Assess institutional needs and coordinate these needs with information on available grants so that grants comply with the college mission statement.

Encourage employee suggestions for economies and give recognition for suggestions.

Make instructional equipment a priority in the budgeting process. Possibly grant funds could help share the cost.

Put on workshops, open to all staff, to explain the funding system and the budget development process.

Have faculty representatives explain to the faculty at large, the interaction they with the administration.

Strategies to Enhance Institutional Staffing

The college needs to encourage staff to take advantage of satellite conferences by making the information available to them, sharing costs with local high schools or nearby community colleges, providing technical assistance, and installing interactive systems throughout campus.

Update all job descriptions.

Institute a program of staff cross-training.

Develop a program to encourage and fund staff and faculty development.

Develop faculty and staff recognition programs.

Revise the administrative evaluation system.

Strategies to Enhance Hiring Practices

Develop attainable Affirmative Action (AA) goals.

Increase recruiting sources.

Evaluate supervisors on AA performance.

Include an AA clause in all job descriptions.

Offer annual multi-cultural awareness activities.

Hire vacant exempt positions at highest possible levels.

Review/revise existing procedures for part-time faculty.

Develop policies for hourly employment (over 15 hours per week and on-going).

Solicit campus wide hiring input to decisions and communicate results of input.

Communicate decisions made internally to campus staff prior to external news.

Review/develop early retirement incentives.

Provide retirement planning.

Develop retirement notification form.

Strategies to Enhance Staff Retention

Clarify job descriptions, reporting lines, levels of responsibility.

Assess work loads - redistribute or re-prioritize where possible.

Provide supervisor training.

Improve campus communications to part-time faculty and staff. Eliminate distinctions between constituency groups.

Further consult/survey faculty regarding their interests in teaching outside their discipline.

Provide opportunities for teacher exchanges.

Expand retraining opportunities.

Designate clerical support to instructional departments.

Establish buddy system for all part-time and full-time faculty.

Include part-time faculty in functions, activities, committees, etc.

Establish disappearing task forces and value their role.

Share information early.

Encourage and reward ideas.

Work with shop stewards to renegotiate those areas of concern which can be legally negotiated to reflect employees' wishes.

Study the long-range impact of hiring part-time and student employees.

Strategies to Enhance Staff Professional Development

Supervisors define parameters and meet with staff to assess priorities.

Look for no-cost options such as using existing staff for training, develop library of tapes, books.

Consider requesting grant funds for special training needs.

Review contract negotiation items with faculty (e.g. summer/extended studies).

Develop sabbatical policy/program for administrators.

Pursue U.W. connection for offering advanced degree courses on campus.

Define requirements for access to summer extended studies money and notify part-time faculty when it is available.

Provide annual supervisory workshops in: personnel practices, evaluations, progressive action, communications, etc.

Develop long-range plans for adopting new ways of working (modems-home work stations; flex time; others).

Strategies to Enhance Admissions

Because of decreasing numbers of high school graduates, Centralia College needs to increase effective marketing efforts to high schools.

The college needs to recognize local high schools' Advanced Placement and grant appropriate credit.

The college needs to develop and implement innovative marketing

programs and methodologies targeted toward non-traditional students.

Intervention strategies for high risk students should become an all-campus responsibility.

Utilization of the remodeled student center needs to be evaluated annually to assure that it is meeting student needs in the most effective manner.

Maintain and expand A-Team activities to a broader audience.

Develop a marketing video presentation.

Strategies to Enhance Counseling

Staff will need to be trained to make best use of computer-assisted advising and degree-audit system.

Counselors and advisors will need to be aware of and knowledgeable about changing trends toward business and industry within the service district.

Counseling and advising staff members will need to develop skills and knowledge to facilitate use of new technology.

Counselors and advisors will need to utilize student outcome information to appropriately advise students.

Counselors and advisors need to be aware of the upcoming "Junior Rising Competency Test" and help students plan accordingly.

The use of emerging technology in community businesses and industry necessitate career planning, counseling, and advising personnel to update their career information knowledge.

Changing demographics of the student population will require college personnel to assess the age appropriateness of materials and methods of instruction.

Counseling and advising staff will need to update their resources in response to an increased number of students who desire information about courses for personal enrichment, job promotion, and retraining.

Strategies to Enhance Developmental Education

Developmental education will require an increased budget to meet increased demand for services. A minimum of two staff positions will need to be funded to ensure student retention and success. The supply budget needs to be increased at least 100% to accommodate the growth in service

levels.

Increased accountability and students' expectations will necessitate documentation of student progress within developmental education programs.

Developmental education program staff will need to develop and pilot test alternative program and staffing options to facilitate an increasing number of basic skill-deficient students needing services.

Developmental education staff members will need to refine current technical skills and develop new skills and knowledge in the use of new technology.

An early warning system incorporating identification and remediation needs to be developed and implemented for developmental education courses.

Strategies to Enhance Career Planning

Career planning must keep up with the demands of local and statewide labor force changes to be able to advise retraining adults for new opportunities.

Maintain business contacts in the community to keep current on labor force demands.

Promotion of career planning needs to be included in the "marketing" strategy of the college to reach new and prospective students in the community or currently enrolled in the college.

Career planning staff will need to enhance their advising resources to include newly developed employment information.

No anticipated increases in student services funding will require career planning to explore innovative methods for increasing service levels.

Staff members (counseling, advising, and student support services) who engage in counseling and advising will need to constantly update their skills, general knowledge, and referral knowledge in the areas of difficult personal circumstances (drug/alcohol abuse, AIDS, physical/sexual abuse, etc.).

Strategies to Enhance Student Support Services and Educational Talent Search

Student Support Services will need to revise future grant proposals to expand their capability to serve the increasing number of program eligible students.

The Support Services and Educational Talent Search programs need

to be continued. Funding needs to be secured through the Federal grant process to assure program continuation.

Strategies to Enhance Financial Aid

The college should more effectively market the availability of State and Federal financial aid to part-time students.

The college should market the fact that PELL Grants are available to all qualified students.

Budget allocations for student employment will need to increase and/or classified positions have to be funded to replace work-study positions lost through cuts in Federal dollars.

Increased number of financial aid applications and recipients will require the incorporation of new technology in financial aid to make timely awards.

Future staffing levels in financial aid need to be evaluated in anticipation of increased demand.

Because of increases in demand for financial aid, the college needs to work closely with the Centralia College Foundation to develop new scholarship monies.

Strategies to Enhance Library Services

Because there are no anticipated increases in Student Services funding, Library Media Services will need to explore creative methods for increasing service levels.

Appropriate library staff should attend informational and training workshops, as available, to keep apprised of new materials and technologies.

Coordinated planning between library administrators and curriculum administrators is vital to effective service.

Due to minimum staffing, office locations should be centrally located in order to provide the most effective service and monitoring.

Closer communication between library faculty and instructional/curriculum planners is needed so that the library can respond to changing curriculum needs in a timely manner.

Effective communication is needed between teaching faculty and administrators and the library faculty to inform and discuss new programs and needs of same.

Strategies to Enhance Student Programs

Student programs needs to participate in developing/funding programs to assist non-traditional students. This could include day care, test anxiety workshops, study skills, etc.

Expanded child care facilities and funding for their operation need to be established to accommodate increasing demands.

Strategies to Enhance Alumni Relations

The development of an alumni association and expansion of a master alumni database should continue.

Cooperation from all Centralia College departments is necessary in order to enhance the development of and reap the potential benefits of an Alumni program.

Strategies to Enhance Athletics

The Centralia College athletic program should continue to offer varied opportunities to meet student needs and community expectations.

Strategies to Enhance the Physical Plant

The intersection of Walnut and Rock Streets is the centroid of most campus oriented functions such as administration, gymnasium, library and student center, it should be enhanced and designated with signage as the front door of the campus.

The campus sign in front of Kemp Hall at the corner of Oak and Locust Streets needs to be removed.

Each campus building needs signs at all entry doors.

As recommended in the 1971 Master Plan, Walnut Street was vacated from Rock to Washington Street. Walnut Street should now be vacated from Iron to King Street and developed as the major East-West pedestrian link between the Vocational Building on the West and the Gymnasium on the East. Its design should include plazas for interaction and interest and light standards similar to those near the current bookstore building be installed and the pedestrian mall be paved with "personalized stones" similar to those at the Pike Place Market in Seattle, which could be purchased by individuals, students and alumni.

Since Washington Street is a secondary arterial and vacation is unlikely, consideration should be given to continuing the paving materials of the campus mall area across the intersection with the placement of a stop

light. This will augment the unifying force of the pedestrian mall and down play the influence of Washington Street as a division of the campus.

With the loss of the track around the athletic field, a jogging/exercise area should be incorporated into the plans for the LARC and its surrounding area.

The block bounded by Locust, Walnut, Rock and Iron Streets needs to be acquired for Day Care, Early Childhood Education, and parking. The current Day Care and Early Childhood Education facilities need to be expanded to accommodate the growing needs for these services. The homes facing on Rock Street could be used as temporary facilities for the housing of these services until a permanent construction is funded through the Capital funding process and the State Board for Community College Education. The homes facing on Iron Street could also be used for these purposes with future additional parking being designed for this area. This would provide parking for the Gymnasium area, and the day care areas as well as the administration building.

The block bordered by King, Washington and Walnut Streets and China Creek is being considered for purchase for the proposed Math/Engineering building. The greenbelt which has been dedicated between China Creek and the Vocational building could be extended between King and Washington Streets, and the future development of an arboretum would relate well to the life sciences function of this building. The current greenbelt area behind Ehret Hall should be left as it is, with the possible exception of the placement of walkways, and some landscaping, similar to the area outside the General Classroom building. Moving the Forestry/Engineering programs to the King Street location, facing the pedestrian mall, would allow for a greenbelt area bordering on the pedestrian mall and Washington Street.

The construction of the Vocational building one block away from the existing campus has greatly emphasized the desirability of acquisition of the property between King Street and Washington Street and China Creek and Pear Street for campus expansion.

Enhance energy efficiency by adding: double entry doors in Corbet Hall, Ehret Hall, Business, and General Classroom buildings.

Automatic heat controls are needed for the Gym and Administration Building.

Heat pumps should be added to the General Classroom building, Library, and Business buildings.

A door interlocked to the heating and cooling system is needed in the Vocational Building shop.

Insulation should be placed under the floor in Ehret Hall and in the

roof of the Student Center and General Classroom buildings.

Demand limiting, load shedding, and optimum starting of heat is needed for all buildings.

Strategies to Enhance Organization and Decision Making

Rewrite institutional job descriptions for all Deans, Associate Deans, and Faculty/Staff performing administrative functions to clarify and firmly establish boundaries of responsibility and authority.

Delegate budget, contract sign-offs, and related authorities to Associate Deans, Division Chairs, and Program Managers at operational levels.

Emphasize coordinator role of senior managers, and operational manager/decision-maker role of mid-level managers

President-spearhead annual review of the job description delineation of responsibility/authority, among all senior and mid-level managers.

Annually publish and publicize campus-wide the primary areas of authority for all administrative staff.

Executive Committee and/or Personnel coordinate fall in-service sessions for support staff regarding campus-wide roles, functions and boundaries of authority.

Senior management should establish a process to clearly define coordination problems and to develop related strategies.

Clarify authority for planning, scheduling, budgeting, etc. for all alternative mode courses/programs and outreach offerings at satellite locations.

Strategies to Enhance the Management Information System

Explore shared port options.

Evaluate each capability on cost benefit implement when funding available.

Maximize equipment access through the computer resource center.

Offer systematic training opportunities to all college staff.

Bill each campus department for computer support/training.

Strategies to Enhance the Business Office

Move to new location will be made by existing custodial or building and grounds staff.

Arrangements must be made for in-house or outside training sessions in new procedures and operating systems.

Strategies to Enhance the Purchasing Office

Employment of updated equipment.

Purchase of a new Hewlett Packard computer tied in with HP3000 and WCCCC.

Workshops on purchasing procedures to be conducted for staff and faculty by purchasing officer.

Strategies to Enhance the Bookstore

Funds must be set aside to cover the costs of a move to a new location.

Must improve sales and accounting activity through computerized systems.

One part-time staff may need to be hired.

Funds must be available for staff training.

Two cash registers will need to be purchased.

Standardized textbook use will be initiated in instruction.

Textbooks will be returned to the publishers in a timely manner.

The bookstore manager will provide an informational column in the student newspaper.

A student suggestion box will be put in place.

Purchase or lease a coin operated copier.

Install a bank cash machine.

Strategies to Enhance Central Stores

The move should be largely accomplished by the staff of Building and Grounds.

Acquire the needed equipment as soon as funds can be accumulated.

Provide a method to handle perpetual inventory.

APPENDIX A

STRATEGIC PLANNING COMMITTEE

Faculty Representatives
1. Greg Garman, Chair - Biology
2. Don McPherson - Civil Engineering Technology

Classified Staff Representatives
1. Hazel Willmarth - Instruction Office
2. Laura Canfield - Business Office

Management Representatives
1. Charles Coddington - Dean of Instruction
2. Ron Thomas - Dean of Educational Services
3. Jack Kalmbach - Dean of Administrative Services
4. Rich Henry - Administrative Services

Community Representative
1. Tim Browning, Browning's Office Supply

President/Designee
1. Hank Kirk - College President

INSTITUTIONAL MISSION, PHILOSOPHY AND GOALS TASK FORCE

Faculty Representatives
1. Robert Godsey, Chair - Mathematics
2. Don Foran - English
3. Larry Goodman - Civil Engineering Technology
4. Gary Odegaard - Business Education

Classified Staff Representatives
1. Mary Stephenson - Educational Talent Search
2. Durelle Sullivan - Phoenix Center

Management Representatives
1. Cheryl Hankinson - Director, Cooperative Education
2. Hank Kirk - College President

Community Representative
1. Bob Gragson, United Way of Lewis County

INSTRUCTION TASK FORCE

Faculty Representatives
1. Vic Freund - German/French
2. Heesoon Aust - Psychology
3. Dexter Rammage - Diesel Equipment Technology
4. Chuck Dunham - Business
5. Sue Hendrickson - English
6. Bud Weiser - Mathematics/Engineering

Classified Staff Representatives
1. Marla Kaut - Instruction Office
2. Ray Yocom - Phoenix Center

Management Representatives
1. John Pratt - Chairman, Humanities and Social Sciences
2. Bev Butters, Chair - Associate Dean, Continuing Education
3. Chuck Coddington - Dean of Instruction

Community Representatives
1. Bob Grogan, Green Hill School
2. Joy McBride, Gerontologist

ADMINISTRATION AND FINANCIAL OPERATIONS TASK FORCE

Faculty Representatives
1. Paul Mitchell - Counselor
2. Bob Thode - Diesel Equipment Technology
3. Les Dooly - History
4. Bob Reimer - Physical Education/Mathematics
5. Bert Woodland - Geology

Classified Staff Representatives
1. Marge Lutzvick, Chair - Business Office
2. Bettie Cook - Bookstore
3. Lynette Greenwood - Off-Campus Programs/Print Shop
4. Dick Lamb - Business Office

Management Representatives
1. Rich Henry - Administrative Services
2. Jack Kalmbach - Dean of Administrative Services

Community Representative
1. Larry McGee, PPG

EDUCATIONAL SERVICES TASK FORCE

Faculty Representatives
1. Diane Webb - Library
2. Wayne Simila-Dickinson - Data Processing
3. Cheri Raff - Director, Home and Family Life

Classified Staff Representatives
1. Mike Gaudette, Chair - College Advancement Office
2. Joan Rogerson - Cooperative Education Office

Management Representatives
1. Nancy Warnstadt - Director, Phoenix Center
2. Dean Hickson - Title III Director
3. Ron Thomas - Dean of Educational Services

Community Representatives
1. Don Raish, W. F. West High School
2. John McBride, Lewis County Mental Health

INSTITUTIONAL STAFFING TASK FORCE

Faculty Representatives
1. Ruby Guido - Physical Education
2. Bruce Barton - Welding Technology
3. Camille Hale - Home and Family Life

Classified Staff Representatives
1. Jim Fay - Biology/Chemistry
2. Sherry West - Instruction Office
3. Laura Canfield - Business Office

Management Representatives
1. Bob Leingang - Associate Dean, Vocational Education
2. Mary Eldridge, Chair - Personnel Director

Community Representative
1. Tom Duffy, Payless

PHYSICAL PLANT, MATERIALS AND EQUIPMENT TASK FORCE

Faculty Representatives
1. Richard Kletsch - Chemistry
2. Cal Taylor - Electronics
3. David Martin - Biology

Classified Staff Representatives
1. Chris Leeper - Financial Aid Office
2. Helen Lucier - Buildings and Grounds Office
3. Hazel Willmarth - Instruction Office

Management Representatives
1. Gil Elder, Chair - Buildings and Grounds Office
2. Rich Henry - Administrative Services

Community Representative
1. Tim Browning, Browning's Office Supply

COLLEGE ADVANCEMENT TASK FORCE

Faculty Representatives
1. Dave White, Chair - Education/Sociology
2. Carol Horner - Counselor

Classified Staff Representatives
1. Rosalie Crase - College Advancement Office
2. Tammy Remund - Personnel Office

Management Representatives
1. Rose Ferri - Financial Aid Office
2. Hank Kirk - College President

Community Representatives
1. Walt Fechtner, First Interstate Bank
2. Joyce Butkus, Centralia College Foundation

APPENDIX B

CENTRALIA COLLEGE
MISSION STATEMENT
PREAMBLE

Our college is an open learning community continuing a rich tradition of fulfillment for those seeking the expected benefits of higher education. For more than sixty years, Centralia College has promoted student success through discovery, development and enrichment. The College fosters an environment where students may realize constructive personal growth when skills evolve from talents, values are tested, and options are pursued.

MISSION

We, the faculty, staff and administration of Centralia College, believe the college exists to develop individual student potential. Recognizing the wide variety of needs and expectations represented in our student population, we emphasize:

- continuous learning, to be integrated into all life pursuits, through comprehensive course offerings;
- basic skill development for educationally disadvantaged adults;
- quantitative, communicative, and analytical skills, preparing individuals to function ably in a complex and increasingly technical society;
- foundations for earning a livelihood;
- communication of culture - past and present - to succeeding generations;
- accessibility to post-secondary education throughout a wide geographic area.

GOALS

Centralia College works to fulfill these obligations by providing:

- academic courses for students who want an Associate in Arts degree from Centralia College or a baccalaureate degree from a four year institution;
- vocational and technical courses for students who want early entry into the work force and continuing education for those who want to improve job skills;

- a comprehensive curriculum responsive to technological, economic and social change;

- developmental education for those who need to prepare themselves to achieve their personal goals;

- student services and activities which complement educational progress and individual development;

- personal and educational counseling to assist students in making suitable choices of courses or careers;

- cultural and recreational events for the community and other services appropriate to our educational mission;

- active participation in community affairs through cooperation with business, industry, government, and other educational agencies;

- cyclical review processes at all levels to assure responsiveness to the educational needs of the community, program and service quality, excellence in staff effort, and efficiency of operation;

- an organizational and governance structure which supports the college program goals and fosters open communication between students, staff, Board of Trustees and the service community.

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